LGBTQ+ Experiences in the Cockrell School

RESULTS FROM THE MARCH 2021 COCKRELL SCHOOL CLIMATE SURVEY

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Table of Contents

Introduction

The main purpose of this report is to reexamine the climate survey data to better understand the experiences of LGBTQ+ Identifying people with in the Cockrell School of Engineering (CSE). The climate survey was conducted in the spring of 2021 within the Cockrell School and broadly examined the climate for all students, faculty, and staff. As this report focuses primarily on members of the LGBTQ+ community, the analysis presented here is highly focused and does not encompass the complete survey results. For a broader discussion of the climate survey data, please refer to the previously published climate report.

Multiple studies over the last decade have described the unique challenges LGBTQ+ people face in engineering[1]–[3]. Factors such as a chilly climate, overt homophobia, and pressure to conform lead to attrition of Queer people at all levels of engineering. Therefore, it is of particular importance to understand the LGBTQ+ people's perceptions of the climate in the Cockrell School.

It is important to note that the majority of prior research in this field is based on qualitative interview and focus group studies, since the small population numbers can make quantitative analysis difficult. This climate survey provides a unique opportunity to analyze both qualitative and quantitative data on a significant population of LGBTQ+ respondents. Therefore, many of the metrics analyzed are more detailed and do not have a direct point of comparison in existing literature. This separate report focusing specifically on LGBTQ+ individuals serves to highlight underrepresentation and experiences in engineering at UT so we can develop recommendations and strategies for increasing Diversity, Equity, and Inclusion for LGBTQ+ individuals in engineering at UT Austin.

For a detailed description of the methods used, see Appendix A. For a glossary of LGBTQ+ terms used, see Appendix B.

Summary and Recommendations

When analyzing the climate survey data specifically in regards to LGBTQ+ individuals, a number of key results emerge:

- There is a large number of LGBTQ+ identifying people within the Cockrell School of Engineering (CSE), with nearly 13% of all respondents self-identifying as LGBTQ+ compared to the national average of 7.1% [4].
    - However, LGBTQ+ people are highly underrepresented in leadership and faculty positions, with only 3.3% of faculty respondents identifying as LGBTQ+ (Less than the national average for both Millennial – 10.5% – and Generation X – 4.2%)[4]
- The LGBTQ+ community within CSE is very diverse. A wide array of sexual orientations and gender identities were provided by respondents. In addition, many respondents reported having multiple marginalized identities.
    - LGBTQ+ respondents were 3.5 times more likely to identify as having a disability.
    - 20-35% of LGBTQ+ identifying respondents also identified as being an Underrepresented Racial Minority (URM) which included those who identified as African American/Black, Hispanic/Latinx, or Native American/Alaskan Native.
- Overall, LGBTQ+ respondents rated 12 of the 19 climate assessment questions significantly lower than their non-LGBTQ+ counterparts. Using these questions, three main themes emerged:
    - LGBTQ+ people feel undervalued in their work and were less likely to feel respected by faculty members and their direct supervisors than non-LGBTQ+ respondents.
    - LGBTQ+ people feel unsupported, and had significantly less trust in the CSE Administration than non-LGBTQ+ respondents.
    - LGBTQ+ people have a weaker sense of belonging and rated the CSE as less accepting than their non-LGBTQ+ counterparts.
    - The only survey item LGBTQ+ rated higher than their non-LGBTQ+ counterparts was in the belief that diversity is imperative to the success of the Cockrell School.
- When rating their comfort level being open with their LGBTQ+ identity with different groups, respondents rated engineering faculty and staff lower than students or family members.

Recommendations:

Overall, many of the significant findings were driven by undergraduate student respondents, suggesting a concerted effort be made to improve the climate for LGBTQ+ students at UT. Therefore, many of these recommendations focus on students or provide general suggestions to create more visibility and space for LGBTQ+ individuals.

Recommendations for Everyone:

- To improve sense of belonging, it is highly recommended that all community members include their pronouns in their email signature, zoom name, canvas profile, and wherever possible. Normalizing the use of pronouns can signal support for LGBTQ+ community members.
    - It is also important to be supportive when others share or want to share their pronouns, even if you do not wish to share your own.

- To build trust in the CSE administration, increase the transparency and frequency of communication, and by directly supporting the LGBTQ+ community.
    - Showing overt support is particularly important in response to legislation that specifically targets LGBTQ+ people. For example, community members, particularly those in the administration, can publicly express support for the LGBTQ+ community, and affirm that they will stand with them to protect their rights.
- Increase support for LGBTQ+ community members by providing more funding, advertising, and support for LGBTQ+ organizations in the Cockrell School (such as oSTEM or the LGBQTies) which can help build community among LGBTQ+ community members.
    - This could include supporting these organizations during events, attending meetings, or helping to advertise these organizations to others on campus.
- To increase comfort being out in the CSE, increase advertising and incentivize community members to attend Safe Zone or LGBTQ+ trainings being offered on campus, particularly through the Gender and Sexuality Center

Recommendations for Faculty and Staff

- To demonstrate the value of their work and increase visibility, highlight LGBTQ+ scientists and engineers in your field, both current and historical. This can provide students with role models and shows that LGBTQ+ scientists have been critical in many scientific discoveries.
    - 500 Queer Scientists highlights current LGBTQ+ STEM professionals.
- To create a more welcoming environment for students, faculty and staff can include visible displays of support for students. This could include putting your pronouns on your syllabi, email signatures, zoom name, and canvas profiles. Additionally, you can put use a rainbow flag, an ally sticker, or other symbols to indicate your support for LGBTQ + community members.
    - Faculty and Staff can also take time to attend Safe Zone or other LGBTQ+ trainings being hosted on campus. At the end participants are typically given a small sign they can put by their office door to show support to the community.
- To increase visibility, and address the underrepresentation of LGBTQ+ members in faculty and staff positions, there should be more effort to recruit and hire these individuals.
    - Additionally, more work should be done to improve the climate for LGBTQ+ faculty and staff so that they feel more comfortable being out on campus.
    - This can include providing more awareness and advertising for external events, such as the Out for Undergrad (O4U) conference
    - In addition, hosting events for LGBTQ+ community members or inviting LGBTQ+ speakers can increase visibility and create community in the school.
- To build trust in the CSE administration, increase the transparency and frequency of communication, and by directly supporting the LGBTQ+ community.
    - Showing overt support is particularly important in response to legislation that specifically targets LGBTQ+ people. For example, faculty could take a moment during class to express support for their LGBTQ+ students, and affirm that they will stand with them to protect their rights.

- To improve sense of belonging, it is highly recommended that all community members include their pronouns in their email signature, zoom name, canvas profile, and wherever possible. Normalizing the use of pronouns can signal support for LGBTQ+ community members.
    - Furthermore, faculty and staff can include their pronouns on their syllabi or office doors and can invite students to share theirs in a variety of ways. In particular, avoid putting students on the spot to share pronouns with an entire class and instead ask for them in a written assignment, survey, etc.
    - It is also important to be supportive of those that wish to share their pronouns even if you do not wish to share your own.
    - Faculty and staff can use inclusive language in their teaching and other communication (ex. use the gender-neutral pronoun “They”, give diverse examples, etc.)
    - Remove binary and heteronormative examples and problem statements from your class, e.g., a sorting exercise where people can only be men or women, or where they need to be paired off in heterosexual relationships.
    - Additionally, discussing relevant social issues, current events, and the real-world implications of engineering in class.

Demographics

Figure 1A demonstrates the number and percentage of individuals who self-identified as LGBTQ+ on the climate survey, broken down by role on campus. For more details on the creation of these categories, see Appendix A. Overall, 12.96% of the respondents identified as LGBTQ+, which is notably larger than the Gallup-reported national average of 7.1%. Undergraduate populations reported the highest identification as LGBTQ+ at 16.8%, which reflects the higher rates of LGBTQ+ identification among Gen Z individuals[4]. Additionally, despite a relatively high faculty response rate of 65%, only 6 faculty members (3.3%) self-identified as LGBTQ+ which is lower than the Gallup reported LGBTQ+ identification rates of both Millennials (10.5%) and Gen X individuals (4.2%), as shown in figure 1B. This suggests a need to improve recruitment, retention, and support of LGBTQ+ faculty members. Due to the low number of LGBTQ+ identifying respondents, Faculty and Staff were grouped together for the remaining analyses in this report.

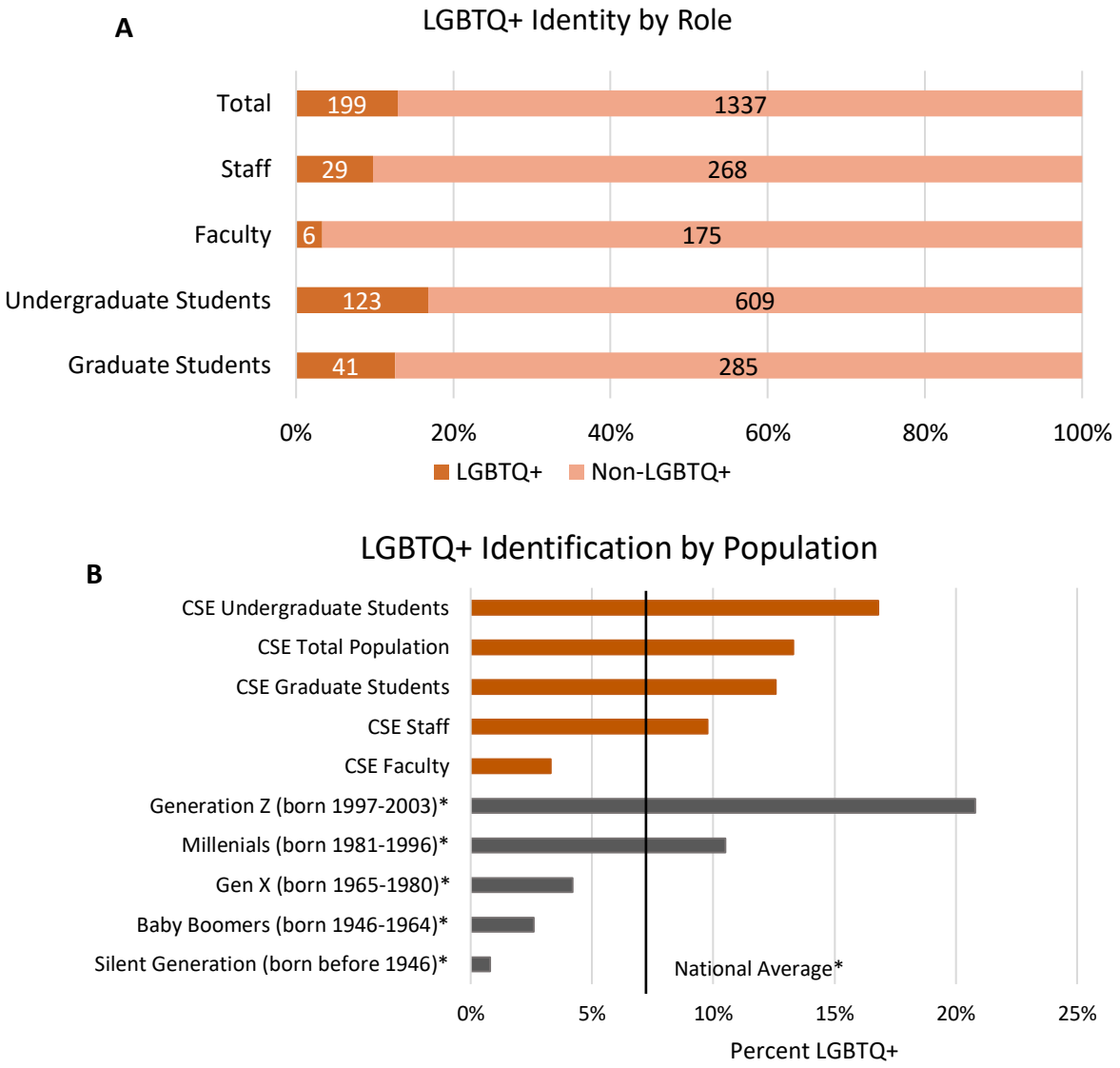

Fig 1. *Population data from Gallup [4]

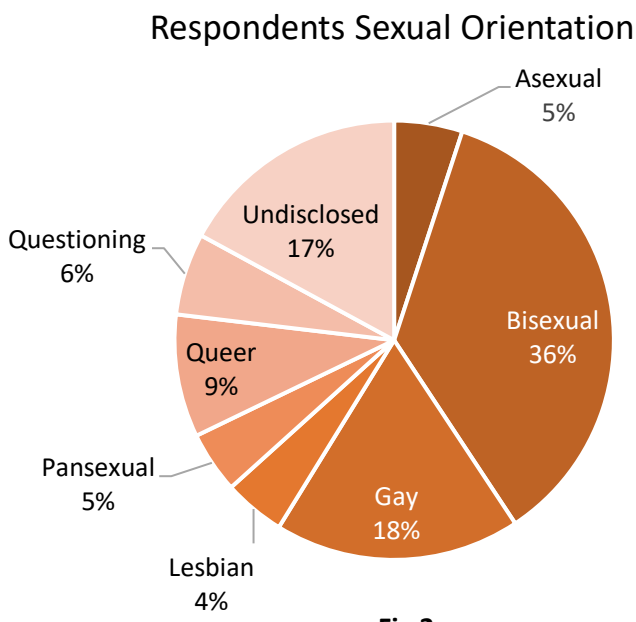

Fig 2

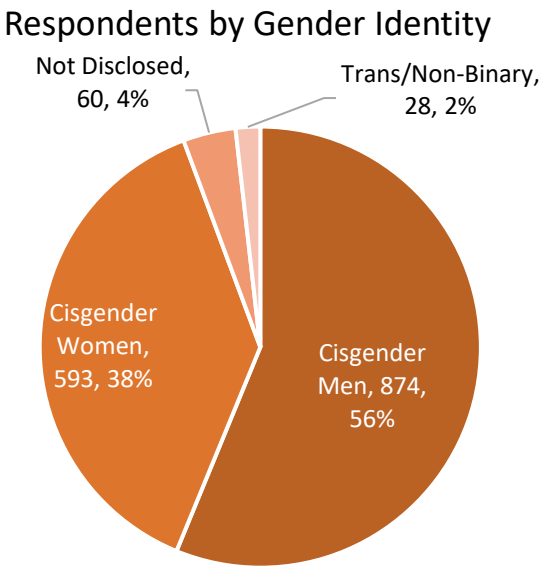

Fig 3

The 199 people who self-identified as LGBTQ+ listed a large array of sexual orientations. The categories in Figure 2 were created using participant responses to an open-ended item. A more specific discussion of the categorization process can be found in Appendix A, and the meanings of these identity terms can be found in Appendix B. Notably, 17% of respondents chose not to disclose their exact identity despite the anonymous nature of the survey, and the nondisclosure rate was much higher for faculty respondents than others. This lack of disclosure suggests a discomfort at being openly LGBTQ+ in the CSE, particularly for faculty members. This may also mean the low number of LGBTQ+ faculty respondents may be due to individuals being uncomfortable being open in their responses rather than a lack of LGBTQ+ identifying faculty members.

Along with sexual orientation, we also report respondents' gender identities. It is important to note that an individual's gender identity is distinct from their sexual orientation, and therefore requires separate analysis. Although there were multiple and varied responses from participants regarding their queer gender identities, all these individuals were classified as Trans/Non-Binary to preserve their anonymity. Figure 3 demonstrates the breakdown of respondents by gender identity, with the majority of respondents identifying as cisgender men. Two percent of the responding population identified as Transgender or Non-Binary in some way, with the majority of these individuals being undergraduate students. Finally, four percent of respondents declined to give information about their gender identity.

In addition to looking at sexual orientation and gender identity, it is important to understand how LGBTQ+ identity intersects with other identities, such as race and ability. Figure 4A shows the percentages of each population (LGBTQ+ or Non-LGBTQ+) that identify as disabled. Those who Identify as LGBTQ+ were more than 3.5 times more likely to identify as disabled. This result is unsurprising, since it has been shown LGBTQ+ are more likely to identify as disabled overall[5], [6]. Total population bars in Figure 4A compare 4% of respondents who identify as disabled but not LGBTQ+ to 16% of respondents who identify as both disabled and LGBTQ+. This result suggests a crucial intersection of ability and sexual orientation that should be considered among the CSE population, especially with regards to students

who must navigate both the often-difficult accommodations process along with issues around their sexual orientation or gender identity. Similarly, employees seeking ADA accommodation may be additionally navigating challenges stemming from their LGBTQ+ identities.

Figure 4B shows a similar breakdown for respondents who identified as an underrepresented racial minority (URM), which included those who identified as African American/Black, Hispanic/Latinx, or Native American/Alaskan Native. A higher portion of LGBTQ+ also identify as underrepresented, particularly in the graduate student population. These breakdowns ultimately demonstrate the multiple identities LGBTQ+ hold in the Cockrell School of Engineering.

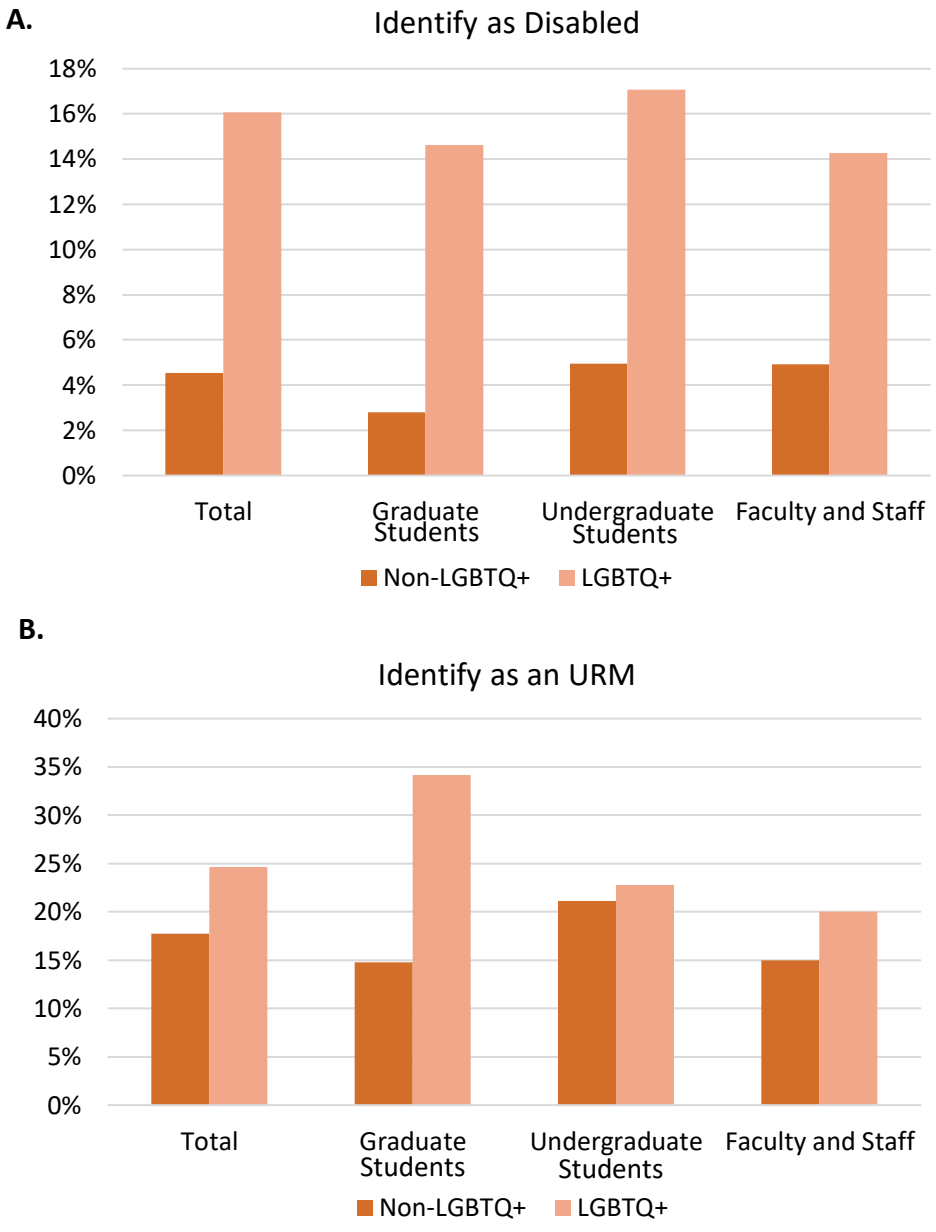

Fig 4

Climate Survey Findings

In general, LGBTQ+ respondents rated the climate of the Cockrell School lower than their Non-LGBTQ+ counterparts. Overall, the responses of LGBTQ+ participants can be summarized by main themes that capture aspects of the LGBTQ+ experience within the Cockrell School of Engineering: LGBTQ+ people feel undervalued, unsupported, and a lack of belonging in the CSE.

LGBTQ+ People Feel Undervalued

One common theme that emerged when looking at all LGBTQ+ identifying respondents was that of feeling undervalued. Figure 6 shows the responses that led to this conclusion and the average score of all respondents, regardless of institutional role. When compared to Non-LGBTQ+ respondents, LGBTQ+ people don't feel the work they do has as much meaning within the Cockrell School, and they are less likely to feel valued the same as their peers.

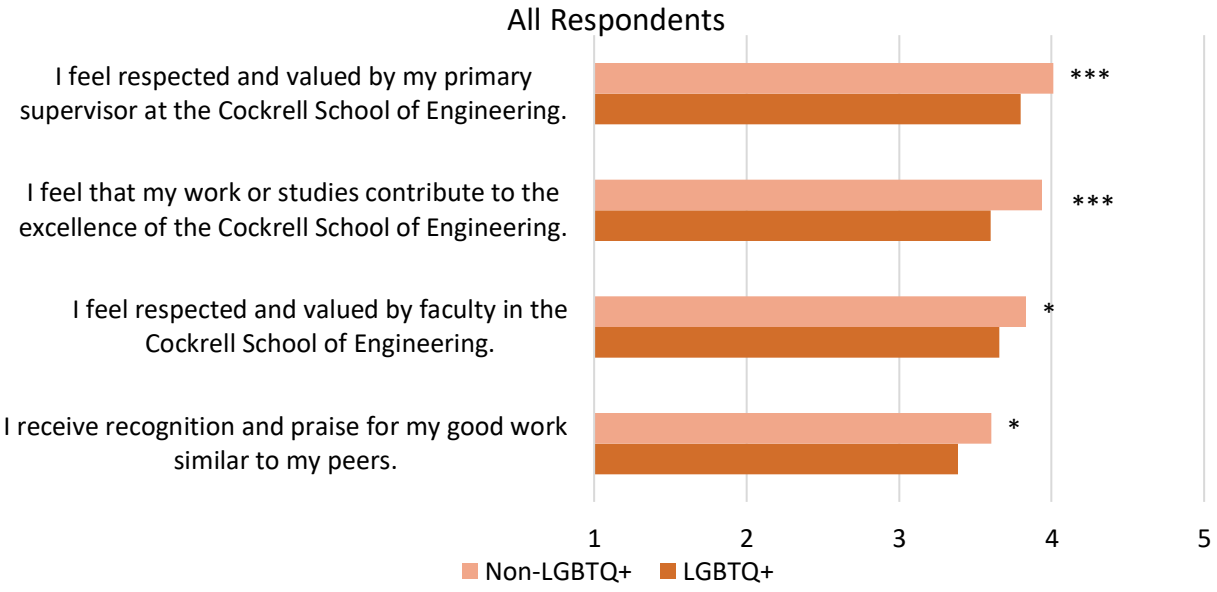

Fig 5

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Stars indicate statistically significant differences between LGBTQ+ and non-LGBTQ+ groups with * = $p < 0.05$, ** = $p < 0.005$, *** = $p < 0.0005$.

LGBTQ+ People Feel Unsupported

LGBTQ+ people feel unsupported in different aspects of their experience in the Cockrell School, as demonstrated by Figure 7. Overall, respondents felt that they didn't have the resources or opportunities to do their work successfully and found the college less accepting of people with different ideas. Most notably, LGBTQ+ respondents were much less likely to trust that the administration would treat them fairly. This distrust signals there is a breakdown between the actions of the administration and how those actions are received by the LGBTQ+ community. This strongly suggests more work needs to be done to address this and build trust in the college. Disaggregating the data by institutional role, we see

that these results are driven by student respondents, as most of the significant differences did not persist for Faculty and Staff. This could be due to the greater institutional power and knowledge of campus administration that comes with these positions.

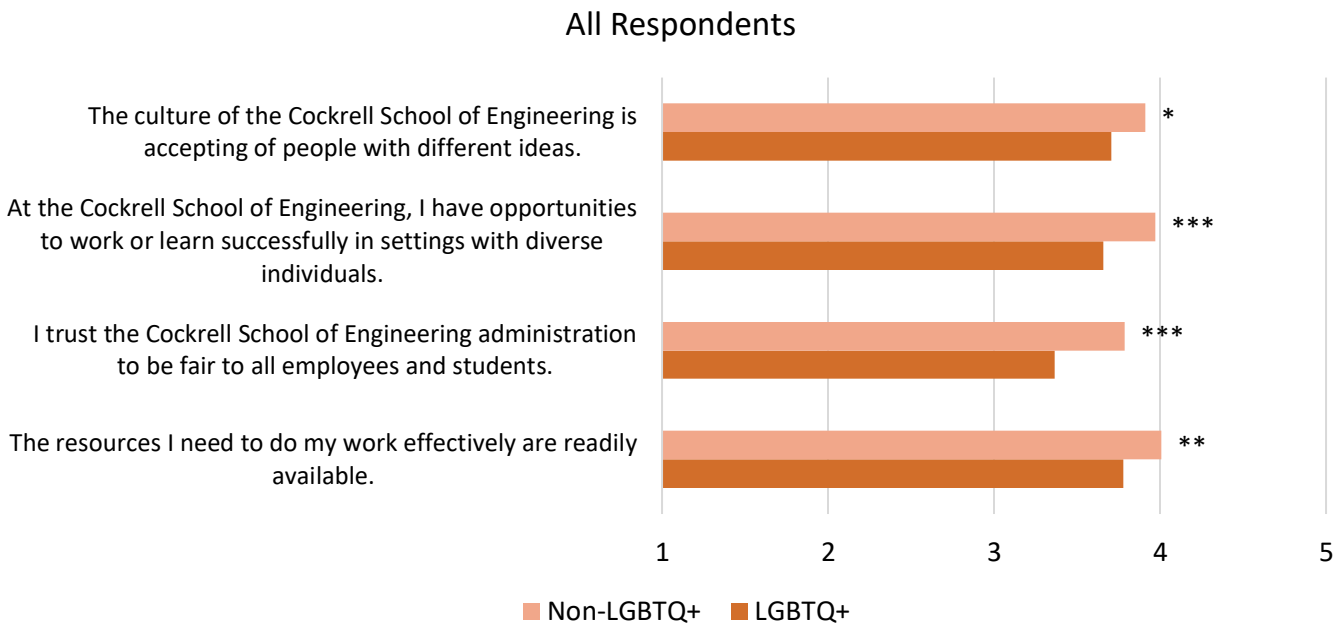

Fig 6

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Stars indicate statistically significant differences between LGBTQ+ and non-LGBTQ+ groups with * = $p < 0.05$, ** = $p < 0.005$, *** = $p < 0.0005$.

LGBTQ+ People Feel a Weaker Sense of Belonging

Among questions assessing feelings of belonging, LGBTQ+ respondents answered significantly less positively than Non-LGBTQ+ respondents. Figure 8 shows the summary of these questions for all respondents, with LGBTQ+ individuals feeling the CSE is not as accepting and that there are no visible role models in positions to which they aspire.

Examining these results by role, the significant differences are again largely driven by students, particularly undergraduate students, who express a significantly lower score on all metrics of belonging presented. Interestingly, while LGBTQ+ graduate students were significantly less likely to see role models or see the CSE as accepting of others, they expressed no significant difference in the lack of belonging when compared to Non-LGBTQ+ graduate students. This suggests that graduate students have other factors driving their feelings of belonging, possibly more dependent on their research group or advisor. Again, Faculty and Staff expressed no significant differences on belonging compared to Non-LGBTQ+ counterparts. Nevertheless, this result confirms that significant work is needed to foster inclusivity and belonging of LGBTQ+ individuals in engineering, particularly within student spaces.

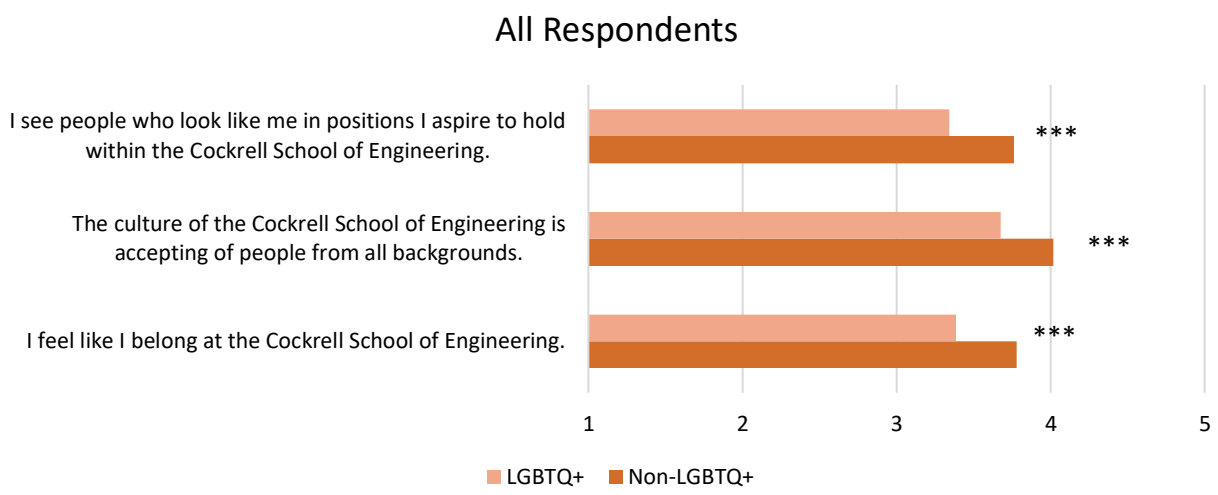

Fig 7

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Stars indicate statistically significant differences between LGBTQ+ and non-LGBTQ+ groups with * = p < 0.05, ** = p <0.005, *** = p < 0.0005.

Diversity Imperative

Finally, compared to overall positive responses to the imperative for diversity from all members of the Cockrell School community, as reported in the prior climate survey report, LGBTQ+ individuals strongly agreed with the imperative for diversity (Figure 9). Notably, students and specifically undergraduate students had the largest difference between LGBTQ+ and Non-LGBTQ+ populations. While this data is positive in that the overwhelming majority of respondents support diversity initiatives and see their value, it does highlight more polarizing perspectives in the undergraduate population.

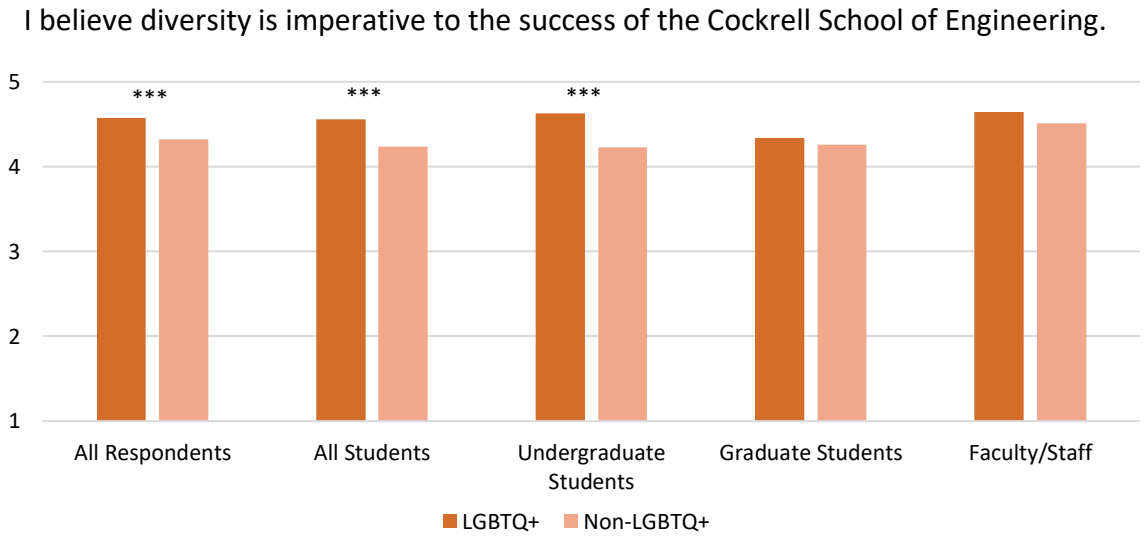

Fig 8

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Stars indicate statistically significant differences between LGBTQ+ and non-LGBTQ+ groups with * = p < 0.05, ** = p <0.005, *** = p < 0.0005.

A Note on Faculty and Staff

Many of the significant differences in responses were largely driven by student respondents, in particular responses from undergraduate students. In fact, only one survey item resulted in a significant difference between LGBTQ+ Faculty and Staff and their Non-LBGTQ+ counterparts (Appendix C, "I have opportunities to work or learn successfully in settings with diverse individuals"). This is a particularly interesting result, as it directly contradicts published studies documenting the negative experiences of LGBTQ+ engineering faculty[3], [7]. This could indicate a generally positive climate for faculty and staff, or it could also be due to the small number of respondents, and the grouping of faculty and staff into a single analysis point, since faculty and staff may have very different experiences on campus. These results may also be skewed as there was more hesitance among faculty and staff to provide this information, with 4.0% declining to provide their gender identity, LGBTQ+ identity, or both as compared to only 1.7% of students. The exact explanation could be elucidated with a more focused study that seeks to better understand the experiences of faculty and staff members and the factors that cause the low number of LGBTQ+ faculty in the school. Regardless of climate experiences, it is important to know that LGBTQ+ faculty and staff exist and should be supported and considered when making DEI-related policy.

A Note on Intersectionality

It is worth noting that the previous analysis was based entirely on respondents' LGBTQ+ identity, and therefore fails to capture the full experiences of LGBTQ+ respondents with other marginalized identities. For instance, when we examine those who identify as LGBTQ+ and Disabled, we see that they rated seven survey items significantly lower than those who identify as Disabled only and ten survey items significantly lower than those who identify as LGBTQ+ only (Appendix C). Similar analysis of LGBTQ+ and URM respondents shows one significantly lower response compared to those who identify as URM only and five significantly lower responses when compared to those who identify as LGBTQ+ only (Appendix C).

When looking at the responses of these intersectional groups, a few results are worth noting. Unsurprisingly, both Disabled LGBTQ+ respondents and URM LGBTQ+ respondents were less likely to report seeing someone who looks like them in a position they aspire to hold than those with only one of those identities. Additionally, both of these groups rated their trust in the CSE administration to be significantly lower, and were less likely to see the culture of the CSE accepting of different ideas and backgrounds. This is a notable response, considering the comparisons are being made to a group that already lacked trust in the administration when compared to Non-LGBTQ+ respondents.

These are only two examples of the intersections in identity that exist within the CSE and still does not fully capture the experiences of all respondents. For one, respondents are not limited to a certain number of marginalized identities - for instance, of the 49 LGBTQ+ URM respondents, 20 also identified as cisgender women and 12 identified as transgender or non-binary. Therefore, the experiences of all respondents cannot be completely captured through the survey or the current analysis.

Although we cannot complete analysis for those at every identity intersection, it is worth highlighting a few of the experiences of LGBTQ+ Women and Transgender/Nonbinary People of Color, who have historically played significant roles in advancing social equity but are often erased or forgotten in reports such as these[8]–[12]. Therefore, we decided to look at the unique experiences of LGBTQ+ identifying

participants that also identified as an URM and with a marginalized gender identity (MGI) – i.e. those who identified as either Cisgender Women or Transgender/Non-Binary. When comparing respondents that identified as both LGBTQ+ and as an URM, we see that MGI respondents were less likely to feel like they had the resources to do their work effectively than their Cisgender Male counterparts ($p = 0.0033$). Additionally, those that identified as LGBTQ+, MGI, and as an URM were less likely to see people that looked like them compared to those that identified just as LGBTQ+ and MGI ($p = 0.0175$). While this numerical data is important, we wanted to highlight some comments from those that identified as LGBTQ+, an URM, and as either a Cisgender Women or Transgender/Non-Binary. We believe these comments provide a more holistic picture of these individuals' experiences, and demonstrate how different aspects of identity, such as race and gender, also influence climate perceptions:

> "It's frustrating not to see myself in positions in academia. The only people that I see myself in is in the janitorial staff and that's a problem that needs to be addressed by the department."

> "I see the gender gap getting smaller and smaller. However there is an extreme lack of [B]lack students in my major and in the Cockrell school overall. I feel like we should create more opportunities to create a space that's welcoming and supportive for black students that would want to attend the Cockrell school and student outreach is imperative."

> "I do not see faculty or staff members of the Cockrell school that look like me. In my three years, I have taken one class that is taught by a person of color."

> "I am not sure what you mean by accepting people from different backgrounds. If you just look around at the people in any of the engineering buildings, it doesn't seem like it."

> "Though the culture may be accepting of diverse backgrounds, there is no active support of diverse backgrounds. Specifically, those without financial assistance and first-generation college applicants."

LGBTQ+ People Lack Comfort Being Out in Engineering

In addition to the overall survey questions, respondents who identified as LGBTQ+ were asked to rate their comfort expressing their LGBTQ+ identity around different groups of people. Figure 5 presents the mean responses. Most notably, queer individuals felt the least comfortable being out around engineering faculty and staff. While prior studies have documented the hesitancy of LGBTQ+ STEM professionals to be out at work [1,3], examining how this hesitancy changes when interreacting with different groups of people is unique.

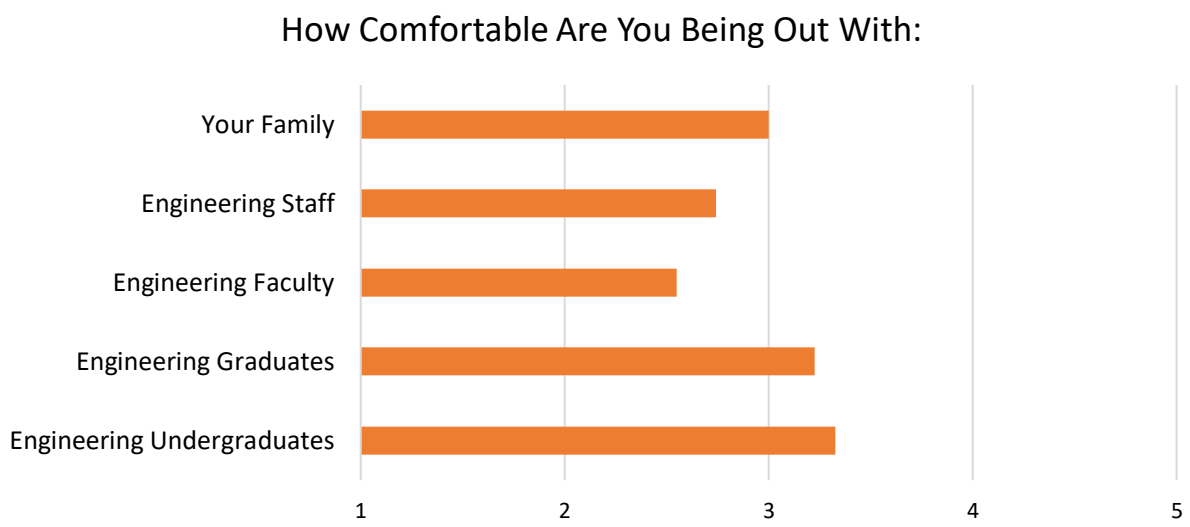

Fig 9

Notes: 1 = extremely uncomfortable, 2 = uncomfortable, 3 = neutral, 4 = comfortable, 5 = extremely comfortable.

Further breaking down this data, we found there were few statistically significant differences when comparing LGBTQ+ identifying individuals by race, gender identity, ability, specific sexual orientation, role on campus, and undergraduate class standing. This is particularly interesting because it suggests despite other observed differences, LGBTQ+ people have a fairly universal experience in their comfort being out with different groups in engineering. It is important to understand that comfort being out is simply one small component of the overall climate and experience for LGBTQ+ identifying people and should not be assumed to be a marker for all aspects of the climate. Ultimately, this simply suggests that engineering faculty and staff could take additional steps to be seen as a supportive or "safe" person to be out to so that LGBTQ+ individuals feel more comfortable bringing their whole selves to their engineering work.

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Appendix A- Methodology

For a complete summary of the methods used for analysis and data collection, please refer to the original climate report. This section simply serves to highlight key differences in analysis used for this report. Analyses for this report were conducted by Brandon Bakka and Nikhith Kalkunte, biomedical engineering doctoral students, under the supervision of Maura Borrego, mechanical engineering professor.

A Boolean or dummy variable classifying respondents as LGBTQ+-identifying (or not) was created using survey items about sexual orientation and gender identity. All respondents that either self-identified as a part of the LGBTQ+ community or expressed uncertainty about their identity were examined further using text responses from respondents. Respondents that either expressed misunderstanding of the question as worded (i.e., identifying as a heterosexual ally) or were disingenuous (i.e., referring to themselves as “Normal”) in their text responses were excluded from the queer category. Importantly, those that declined to expand upon their identities were still included as a part of the LGBTQ+ category.

In addition to a binary LGBTQ+ variable, a second identity variable was created to classify respondents by specific queer identities using text responses in order to report quantitative results based on identity groups. While respondents expressed a wide variety of identities, these were collapsed into eight broad categories: Asexual, Bisexual, Gay, Lesbian, Pansexual, Questioning, Queer, and Undisclosed. These categories were chosen to best align with respondent experiences while preserving sample size for statistical analysis and respondent anonymity. Importantly, the “Queer” category included not only those who explicitly identified as queer, but also those who expressed multiple identities and heterosexual identifying Transgender and Non-Binary respondents.

Individuals who either left the identity question blank or specifically declined to disclose where categorized as Undisclosed. This made up a notable portion of the respondents, and those who chose to identify as LGBTQ+ but left the specific text response blank were still considered LGBTQ+.

Finally, a third category was created to classify individuals as either Cisgender or Transgender/Non-Binary to perform analysis based on gender identity.

Appendix B – Definitions

All Definitions were taken from the Human Rights Campaign

Asexual – Often called “ace” for short, asexual refers to a complete or partial lack of sexual attraction or lack of interest in sexual activity with others. Asexuality exists on a spectrum, and asexual people may experience no, little or conditional sexual attraction.

Bisexual - A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with pansexual.

Cisgender – A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

Coming Out - The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.

Gay - A person who is emotionally, romantically or sexually attracted to members of the same gender. Men, women and non-binary people may use this term to describe themselves.

Gender non-conforming - A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category. While many also identify as transgender, not all gender non-conforming people do.

Homophobia - The fear and hatred of or discomfort with people who are attracted to members of the same sex.

Lesbian - A woman who is emotionally, romantically or sexually attracted to other women. Women and non-binary people may use this term to describe themselves.

LGBTQ+ - An acronym for “lesbian, gay, bisexual, transgender and queer” with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of our community.

Nonbinary - An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid.

Pansexual - Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with bisexual.

Queer - A term people often use to express a spectrum of identities and orientations that are counter to the mainstream. Queer is often used as a catch-all to include many people, including those who do not identify as exclusively Non LGBTQ+ and/or folks who have non-binary or gender-expansive identities. This term was previously used as a slur, but has been reclaimed by many parts of the LGBTQ+ movement.

Questioning - A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Transgender - An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as Non LGBTQ+, gay, lesbian, bisexual, etc.

Undisclosed – Used to describe participants who either did not respond with their specific identities, or stated that they did not want to disclose their identities.

Appendix C – Data Summary

The following table summarizes all the main climate survey questions and notes the significances when comparing LGBTQ+ to Non-LGBTQ+. Each column indicates the specific group being analyzed (For example, the "All Students" column shows a comparison between LGBTQ+ students and their Non-LGBTQ+ counterparts). Unless otherwise noted, LGBTQ+ respondents rated the climate lower than their non LGBTQ+ counterparts.

Question[1]	All Respondents	All Students	Undergraduate Students	Graduate Students	Faculty/Staff
The resources I need to do my work effectively are readily available.	**	*	*		
My growth and development has been supported through opportunities within the Cockrell School of Engineering.		*			
I receive recognition and praise for my good work similar to my peers.	*	*		*	
There is someone in the Cockrell School of Engineering who encourages my professional development.					
I feel like I belong at the Cockrell School of Engineering.	***	***	***		
I feel respected and valued by faculty in the Cockrell School of Engineering.	*	*	*		
I feel respected and valued by staff in the Cockrell School of Engineering.					
I feel respected and valued by students in the Cockrell School of Engineering.	*				
When I speak up in my daily interactions within the Cockrell School of Engineering community, my opinion is valued.		*			
I feel that my work or studies contribute to the excellence of the Cockrell School of Engineering.	***	*			

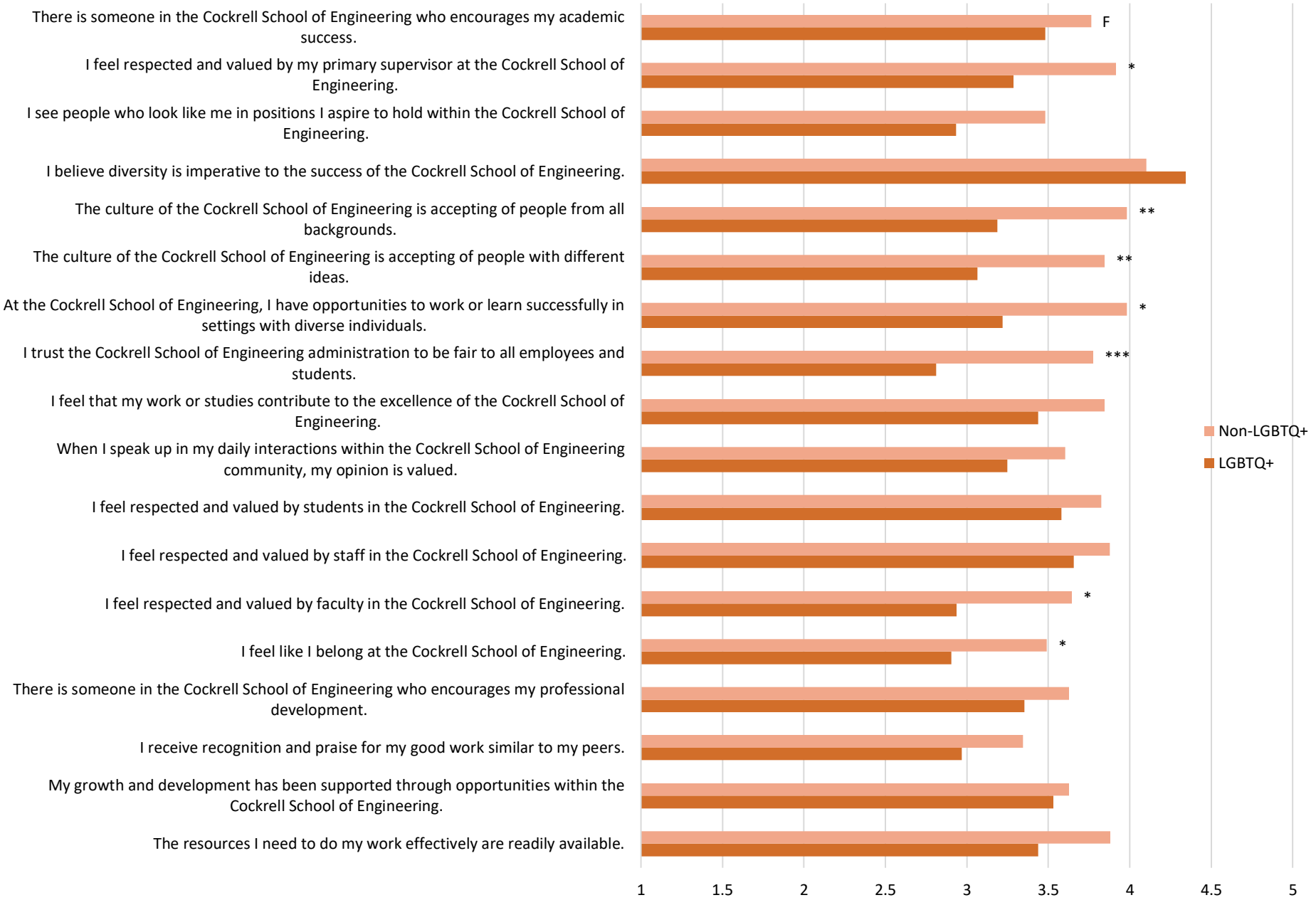
[1] * = $p < 0.05$, ** = $p < 0.005$, *** = $p < 0.0005$

Question[2]	All Respondents	All Students	Undergraduate Students	Graduate Students	Faculty/Staff
I trust the Cockrell School of Engineering administration to be fair to all employees and students.	***	***	**	**	
At the Cockrell School of Engineering, I have opportunities to work or learn successfully in settings with diverse individuals.	***	**	*		*
The culture of the Cockrell School of Engineering is accepting of people with different ideas.	*	*		*	
The culture of the Cockrell School of Engineering is accepting of people from all backgrounds.	***	***	**	*	
I believe diversity is imperative to the success of the Cockrell School of Engineering.[3]	***	***	***		
I see people who look like me in positions I aspire to hold within the Cockrell School of Engineering.	***	***	*	*	
I feel respected and valued by my primary supervisor at the Cockrell School of Engineering.	*	*			
I feel respected and valued by my department chair/center director at the Cockrell School of Engineering.					
There is someone in the Cockrell School of Engineering who encourages my academic success.					

[2] * = $p < 0.05$, ** = $p < 0.005$, *** = $p < 0.0005$

[3] This is the only item which LGBTQ+ people scored higher then straight counterparts

All Respondents with Disabilities By Sexual Orientation




LGBTQ+ Respondents by Disability Status
There is someone in the Cockrell School of Engineering who encourages my academic success.
I feel respected and valued by my primary supervisor at the Cockrell School of Engineering.
I see people who look like me in positions I aspire to hold within the Cockrell School of Engineering.
I believe diversity is imperative to the success of the Cockrell School of Engineering.
The culture of the Cockrell School of Engineering is accepting of people from all backgrounds.
The culture of the Cockrell School of Engineering is accepting of people with different ideas.
At the Cockrell School of Engineering, I have opportunities to work or learn successfully in settings with diverse individuals.
I trust the Cockrell School of Engineering administration to be fair to all employees and students.
I feel that my work or studies contribute to the excellence of the Cockrell School of Engineering.
When I speak up in my daily interactions within the Cockrell School of Engineering community, my opinion is valued.
I feel respected and valued by students in the Cockrell School of Engineering.
I feel respected and valued by staff in the Cockrell School of Engineering.
I feel respected and valued by faculty in the Cockrell School of Engineering.
I feel like I belong at the Cockrell School of Engineering.
There is someone in the Cockrell School of Engineering who encourages my professional development.
I receive recognition and praise for my good work similar to my peers.
My growth and development has been supported through opportunities within the Cockrell School of Engineering.
The resources I need to do my work effectively are readily available.
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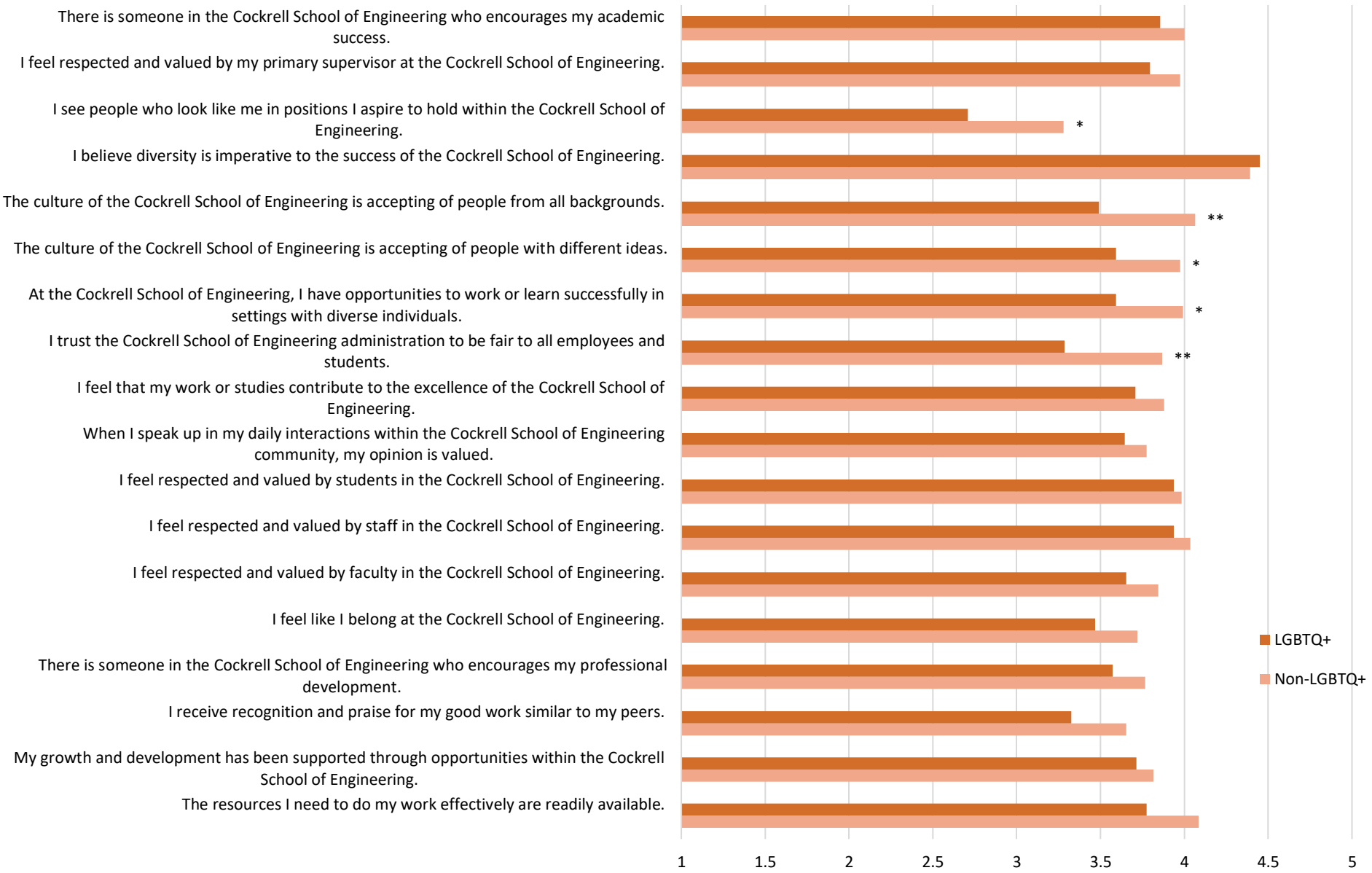
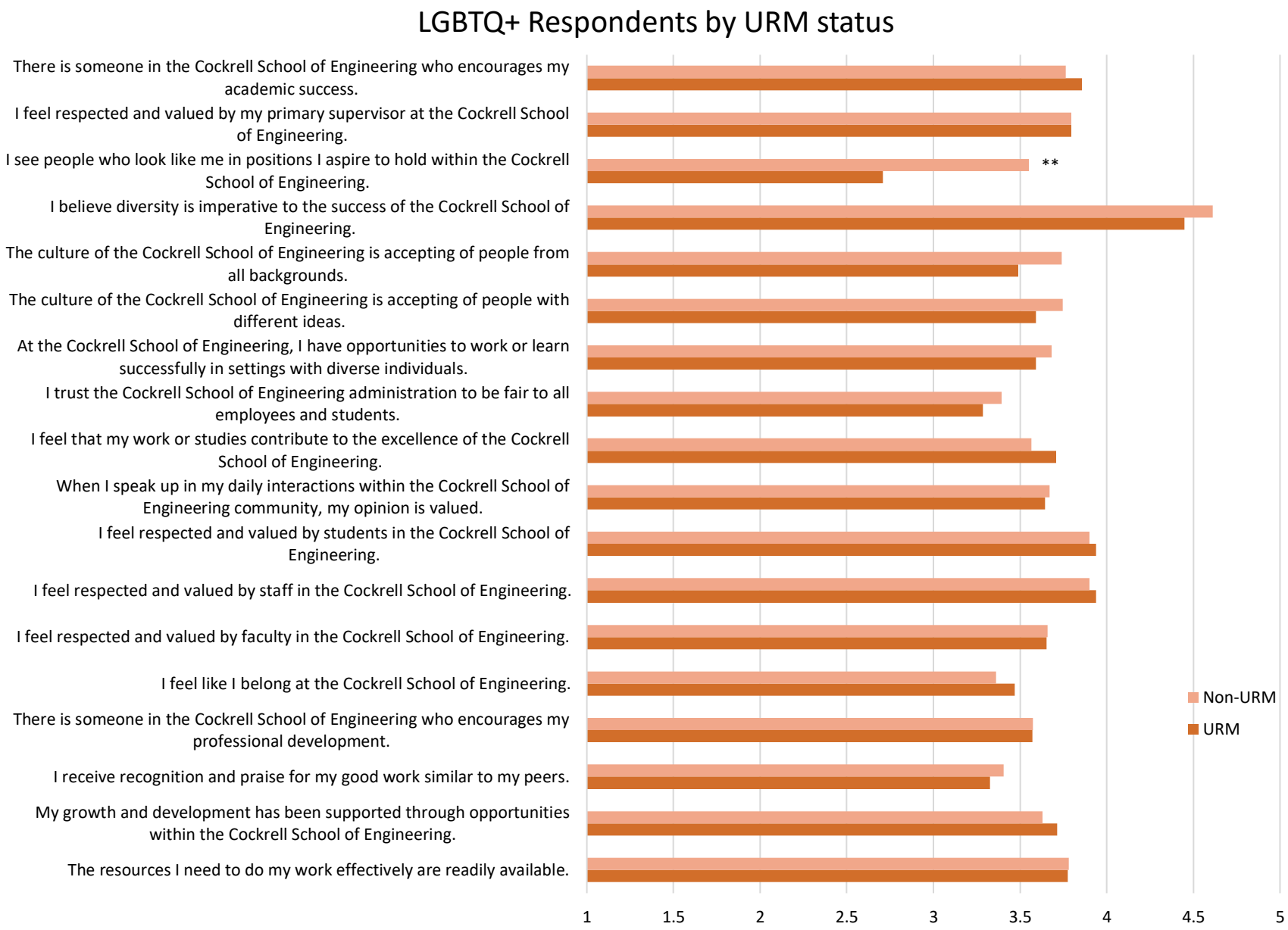
*
*
**
*
Non-Disabled
Disabled
1
1.5
2
2.5
3
3.5
4
4.5
5

Underrepresented Racial Minority (URM) Repondents by Sexual Orientation




LGBTQ+ Respondents by URM status
There is someone in the Cockrell School of Engineering who encourages my academic success.
I feel respected and valued by my primary supervisor at the Cockrell School of Engineering.
I see people who look like me in positions I aspire to hold within the Cockrell School of Engineering.
**
I believe diversity is imperative to the success of the Cockrell School of Engineering.
The culture of the Cockrell School of Engineering is accepting of people from all backgrounds.
The culture of the Cockrell School of Engineering is accepting of people with different ideas.
At the Cockrell School of Engineering, I have opportunities to work or learn successfully in settings with diverse individuals.
I trust the Cockrell School of Engineering administration to be fair to all employees and students.
I feel that my work or studies contribute to the excellence of the Cockrell School of Engineering.
When I speak up in my daily interactions within the Cockrell School of Engineering community, my opinion is valued.
I feel respected and valued by students in the Cockrell School of Engineering.
I feel respected and valued by staff in the Cockrell School of Engineering.
I feel respected and valued by faculty in the Cockrell School of Engineering.
I feel like I belong at the Cockrell School of Engineering.
There is someone in the Cockrell School of Engineering who encourages my professional development.
I receive recognition and praise for my good work similar to my peers.
My growth and development has been supported through opportunities within the Cockrell School of Engineering.
The resources I need to do my work effectively are readily available.
Non-URM
URM
1
1.5
2
2.5
3
3.5
4
4.5
5